



2018-2019

Counselor Education and
Supervision Program

Annual Report

New Orleans Baptist Theological Seminary
3939 Gentilly Blvd.,
New Orleans, LA 70003

2018-2019 NOBTS Annual Assessment of the Ph. D. in Counseling Education and Supervision Program

This section includes information from

[Institutional Data](#)

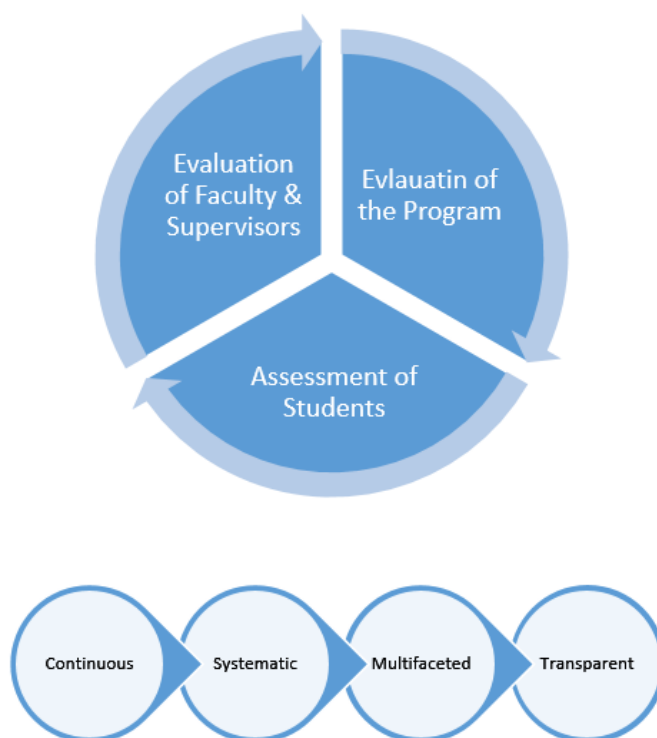
[Community Assessments](#)

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The Counselor Education and Supervision program is assessed in a continuous manner as students move through the program. The assessment is pre-planned and intentional. Assessment of each component of the CES program uses multiple measures. The outcomes and processes are accessible to faculty, staff, students, and the community.

At the Annual Counselor Education and Supervision Program assessment, recommendations are considered, adjusted and approved to improve the program.



Institutional Data

Applicant characteristics for applicants in the 2018-2019 academic year:

Five individuals submitted applications

Five individuals were interviewed

Five individuals were admitted during the 2018-2019 academic year.

Applicants 2018-2019	Doctoral Applied	Doctoral Admitted	%
Male	4	4	80%
Female	1	1	20%
Totals	5	5	100%
African American	1	1	20%
Latino	0	0	0%
Asian American	0	0	0%
Caucasian	4	4	80%
Biracial	0	0	0%
Totals	5	5	100%
Age 26-30	2	2	40%
Age 31-35	0	0	0%
Age 36-40	1	1	20%
Age 41-45	1	1	20%
Age 46-50	0	0	0%
Age 51-55	0	0	0%
Age 56-60	1	1	20%

Characteristics of Current Students: Student Demographics

Age

Ages	
55-65	2
45-54	2
35-44	7
30-34	6
24-29	3

Race

Race	Female	Male
Asian	1	0
Black		1
Caucasian	11	7
Totals	12	8

Assessment: The Program Faculty will develop a stronger plan to attract more diverse PhD Applicants.

Recommendation: The Charles Ray Pigott Doctoral Fellowship for Minority Students was awarded to one of the CES applicants. The student was notified on April 22, Spring 2019, and began the program in Fall 2019. The Counseling Faculty will seek to involve African American PhD students in developing an initiative to increase recruiting in minority populations. No later than June 30, 2020, an Advisory Committee will be named including the current African American students and one faculty member

Retention Rates

Retention	Start	Added	Dropped	Grad	Total at start of 2019-2020
2018-2019	23	5	2	6	20

Graduation Rates

Fall 2018	3
Sp 2019	3

Community Assessments

Feedback on PhD Program Objectives

A survey for Feedback on PhD Program Objectives was sent to current students, graduates, site supervisors, and professors at other universities requesting feedback about the importance of the

NOBTS Program Objectives the Counselor Education and Supervision program.



The survey asked participants to rate each objective on a Likert scale from 1 = Not an important program objective to 5 = A highly important program objective.

- Counseling: Be able to critically analyze, evaluate, and synthesize a broad range of counseling theories, with an advanced understanding of psychopathology, to inform case conceptualization and deliver and evaluate evidence-based interventions across diverse populations and settings.
- Supervision: Be able to apply supervision theory and skills to clinical supervision.


- **Teaching:** Be able to demonstrate course design, delivery, and evaluation methods appropriate to counselor education learning outcomes.
- **Research and Scholarship:** Be able to critically analyze and evaluate scholarly research, develop and implement research designs, and produce scholarly reports that disseminate findings to the profession of counseling.
- **Leadership and Advocacy:** Be able to provide leadership and advocacy within the profession and on behalf of its clientele.

Respondent	Program Obj 1 Counsel	Program Obj 2 Supv	Program Obj 3 Teach	Program Obj 4 Research	Program Obj 5 Ld/Advoc
Current PhD CES Student N=9	5	4.4	4.8	4.5	4.6
PhD CES Graduate N=7	5	4.6	4.3	4.6	3.9
Professor from another University N=1	5	4	5	5	5
Site Director N=1	5	5	5	5	5

Assessment: Overall the individuals surveyed evaluated the CES Program Objectives at a level of 4 (An important program objective) or a 5 (A very important program objective).

Recommendation: No change at this time. The CES Program Faculty believes the below 4 score for Graduates in Leadership and Advocacy may be because this focus was not in the program when they attended.

Graduate Survey

Each spring the CES graduates are sent a survey to gather data concerning their job rate, pass rate for the NCE, licensure rate, and comments regarding the NOBTS CES Program. 

Ph. D. CES Graduate Survey N=9	
Job Rate in the Counseling Field	9
Passed the NCE	9
Obtained Licensure	9
Job as Faculty or Adjunct in University	8

Comments: I came into the program while it was in transition to CACREP. I was happy with what I received but I know the program continued to make positive changes that have made it even better

The Graduate Survey also asks the respondents to rate on a Likert scale of 1 to 4 (Very Well Prepared) how prepared they felt in each of the areas of the CES Program Objectives:

Ph. D. CES Graduate Survey N=9	Average
Counseling	3.9
Supervision	3.3
Teaching	3.4
Research and Scholarship	3.3
Leadership and Advocacy	3.3



Assessment: 100% of the Graduates scored above 3: Well Prepared.

Recommendations: No recommendations at this time.

Program Modifications: No program modifications at this time.

Faculty Assessments

In the spring of 2020 NOBTS CES faculty reviewed the Annual Student Review forms submitted by students in the CES program during the 2018-2019 academic

year.  During these evaluations, faculty advisors provided additional analysis of the reviews submitted by students, pointing out areas of significance. During the CES Annual Assessment Meeting, the faculty gave further input with the following results  :
PHD Annual Student Review Assessment 5

Academic Performance

GPA	Frequency	Percent
Exceeds ≥ 3.5	10	91%
Meets	0	
Did not meet	1	9%
Total	10	100%

Assessment: One student was dismissed from the CES Program due to failure to meet academic requirements. Various faculty members worked closely with this student prior to his failure to improve his performance.

Oral Communication Skills	Frequency	Percent
Exceeds ≥ 3	7	70%
Meets ≥ 2	3	30%
Total	10	100%

Written Communication Skills	Frequency	Percent
Exceeds ≥ 3	4	40%
Meets ≥ 2	6	60%
Total	10	100%

Attendance/Participation	Frequency	Percent
Exceeds ≥ 3	10	100%
Meets ≥ 2	1	
Total	10	100%

Completes Work in Timely Manner	Frequency	Percent
Exceeds ≥ 3	4	40%
Meets ≥ 2	6	60%
Total	10	100%

Effort/Maximization of Potential	Frequency	Percent
Exceeds ≥ 3	6	60%
Meets ≥ 2	4	40%
Total	10	100%

Professionalism	Frequency	Percent
Exceeds ≥ 3	7	70%
Meets ≥ 2	3	30%
Total	10	100%

Emotionally Stable	Frequency	Percent
Exceeds ≥ 3	6	60%
Meets ≥ 2	4	40%
Total	10	100%

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving all measures of performance, with the exception of one student who did not meet academic requirements to continue the program.

Recommendation: None at this time.

Professional Activities Log in the Student Self-Evaluation

The Professional Activities Log is included in the Annual Student Self-evaluation to give students an opportunity to evaluation their professional activities and to enable them to set goals in areas where strengthening might be needed. Some of the examples in the Annual Review included:

Counseling

- Diagnosis and Assessment of clients in a non-profit organization
- In a clinical setting providing psychoeducation to new moms on Positive Parenting
- Provided crisis counseling to individuals and families at the Orleans Parish Coroner's Office. Asses clients physical, emotional, and overall well-being to determine if hospitalization is required at New Orleans Parish Coroner's Office.
- Diagnosis, assessment, and treatment of clients in residential treatment center for substance use disorders.

- Diagnosis, assessment and treatment of clients in residential treatment center for acquired brain injuries.
- Continued counseling work during internship work, seeing a broad range of clients with a variety for diagnoses.
- As Clinical Director of an agency, I am responsible for assessment, diagnosis, and treatment planning. The agency serves clients with serious mental illness including schizophrenia, dual diagnoses, and comorbid MI and SUD diagnoses.

Supervision

- Provided supervision at NOBTS from Aug 2018-Aug. 2019, including both individual and group supervision.
- Supervised a counseling intern practicing at residential substance use treatment center.
- Provide clinical supervision for ten mental health counselors both on an individual and group basis.

Teaching

- Taught a workshop at a local church on how to effectively address problem behaviors using principles from TBRI.
- Taught one class period for master's level Social and Multicultural Issues course
- Provided psychoeducation training for the New Orleans Police Department and the New Orleans Coroner's Office on mental health and mental illness.
- Taught Introduction to Psychology course at Visible Music College, developing course content and lectures.
- Updated and taught online Master's level class in Lifestyles and Career for NOBT using Blackboard.
- I regularly provide workshops and presentations for mental health professionals.

Research

- Attended the World AACC Conference
- Presented at the first Annual Mental Health Conference for the Orleans Parish Coroner's Office.
- Attended the American Association of Christian Counselors,
- Attended the Marriage and Family Therapists Association
- Attended the Brain Injury Association of America
- Research and Grant writing for Cincinnati Hospital ICU designing program for families of those with brain injuries.
- Co-Presented at Christian Counseling Issues Conference, in the Plenary Ethics session
- Attended AACC and CAPS
- Submitted a manuscript to THE CLINICAL SUPERVISOR

Leadership and Advocacy

- I have been volunteering at a crisis pregnancy center.

- Volunteer as a mental health advisor to the New Orleans Police Department 1st District.
- Selected to be the Ethics Board Committee Representative for the downtown location of Kardia Collective Counseling Agency.
- Served on the Grant Writing committee and the Program Evaluation committee for Nile-Addiction Recovery Treatment
- Research and writing for Families of Traumatic Brain Injuries Grant Project
- Research and produced Intensive Outpatient Program for local Addiction center
- Completion of volunteer work with Professional Christian Psychology and Counseling Associations
- Coordinate an effort to keep all male charter schools open when the school demonstrates academic growth, and demonstrates effectiveness in supporting the emotional/behavioral development of students.
- Served as coordinator of master's level group leaders for the New Student Process groups at NOBTS.

Other Professional Development Activities

- Attended Level on Theraplay Training. Currently taking a Sandtray training
- I have participated in professional development for clinical supervision and supervisor ethics.

Assessment: Students in the CES program are involved in a number of activities in all five areas of focus in the CES program. The CES faculty are excited to see all the ways the students are involved.

Recommendation: Consider developing a numbering system to all the comments to be part of the assessment scoring process.

Key Performance Indicators

- **Program Goal 1: Counseling:** Be able to critically analyze, evaluate, and synthesize a broad range of counseling theories, with an advanced understanding of psychopathology, to inform case conceptualization and deliver and evaluate evidence-based interventions across diverse populations and settings.

KPI 1.1 The student will increase in their knowledge of counseling theory and application in practice of that theory, and in their knowledge of case conceptualization.

Measures:

1. CCS 2017 Part 3: D., E. D: Knowledge of Counseling Theory--Researches therapeutic intervention strategies that have been supported in the literature and research. E: Application--Demonstrates knowledge of counseling theory and its application in his or her practice. Completed by the student at the beginning of the program; during each clinical practice course; reviewed by the Faculty during the Annual Review. Likert Scale

of 1-5. 3= Near Expectations; 4 = Meets Expectations; 5 = Exceeds Expectations.



Benchmark: 90% of students will achieve a score ≥ 4 by the end of Internship 2.

CCS 3:D and E Scores N=5	Beginning Practicum	Internship 1 or 2
D: Knowledge of Counseling Theory	4.6	5
E: Application of Counseling Theory in Practice	4.3	4.8

*At this time only 5 students have taken both Practicum and Internship 1 or 2 since the time the Program began measuring with the CCS 2017

Assessment: Benchmark met. 100% of students achieved a score ≥ 4 by the end of their Internship 1 or 2.

2. Case Conceptualization Rubric Completed by the student at each phase of Clinical Practice (COUN9380, COUN9390, COUN9391). Students write a case conceptualization each term they are in Group Supervision. Outstanding = 4; At Expected level = 3;

Developing competence = 2; Deficits = 1.

Benchmark: 90% of students will achieve a score ≥ 3 by the second time of evaluation.

Case Conceptualization Rubric	1 st Case Conceptualization	2 nd Case Conceptualization
Outstanding = 4	2	4
Expected Level = 3	3	1
Developing competence = 2	0	

Assessment: Benchmark met. 90% of students achieved a score = 3 by the second time of evaluation.

Recommendations: No recommendations at this time.

- **Program Goal 2: Supervision:** Be able to apply supervision theory and skills to clinical supervision.

KPI 2.1: Students will increase knowledge and skills in structuring supervisory sessions, addressing session content, and demonstrating application of theory & practice

Measures:

1. Evaluation of Supervisor's Skills and Techniques: Pre/posttest in COUN9313. Item 1 Structuring session; 4-Session content; 18-application of supervision theory and

practice. Scale: 0: Not Observed; 1: Not effective; 2: Effective; 3: Very effective

Benchmark: 90% of students will increase their level of effectiveness in each of the three areas to a 2 (Effective).

Student's Self-Evaluation of Supervisor's Skills & Techniques,				Instructor Evaluation
10 Students	Pretest	Posttest	Difference	
Structure of Sessions (Item #1)	1.5	2.3	0.8	1.9
Addressing Session Content (Item #4)	1.9	2.3	0.4	2.6

Application of Supv. Theory & Practice (Item #18)	1.5	2.8	1.3	2.3
Overall Avg	1.63	2.47	0.83	2.2

Assessment: The benchmark was met with 100% of students increasing their level of effectiveness in each of the three areas to a 2 (Effective). In an additional evaluation completed by the teaching professor, the area of Structure of Sessions (Item #1) was less than a score of 2.

Recommendation: No recommendations needed at this time.

2. Knowledge of Supervision Skills Test: Pre/posttest in COUN9413. A 25 item objective test, with a maximum score of 100 points, based on the book Essentials of Clinical

Supervision by Jane Campbell.



Benchmark: 85% of students will score ≥ 85 on the posttest

Scores on Clinical Supervisor Skills and Techniques Test	Avg Score	Frequency	Percentage
Pretest: Scored $\geq 85\%$	87.6	6	60%
Posttest: Scored at or Above 85%	92.8	9	90%
Posttest: Scored at or Above 90%	95.4	7	70%
Posttest: Did not meet 85% Benchmark	84	1	10%
Total (N=)		10	

Assessment: The benchmark was met with 90% of students will score ≥ 85 on the post test

Recommendations: No recommendations needed at this time.

- **Program Goal 3: Teaching:** Be able to demonstrate course design, delivery, and evaluation methods appropriate to counselor education learning outcomes.

KPI 3.1: Students will increase their skills and knowledge in teaching methodology, use of visual aids, vocal skills, ability to select essential content, utilize effective resources, and utilize the best methods of presentation delivery.

Measures:

1. Rubric Teaching Presentation Rubric (REDOC 9302). This rubric uses a 3 points Likert scale: 3= Well done; 2= Good; 1= Needs improvement, and measures three categories of non-verbal skills, vocal skills, and materials and methods. The assessment is used during RDOC9302 Teaching Higher Education, and assessment one more time in COUN9314 during a presentation presented as to Master's level counseling class. The

course taken first is considered the PreTest.



Benchmark: 80% of students will increase their rubric scores for the items of methodology, preparedness, and eye contact, or finish the second measure with a score of 85%.

Scores Teaching Presentation Rubric	Avg Score	Percent Score
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Score in RDoc 9301 Teaching in Higher Ed	30	90%
Score in COUN9314 Neuropsychology Lecture	32	97%
Total (N=3)		

Assessment: The benchmark was met. Only a very small number (3) of students have taken both classes since measurement began.

2. Evaluation of Class Lectures Rubric: The rubric measures 6 categories of a lecture, on a 4 point Likert scale 4= Exemplary; 3= Proficient; 2= Needs Improvement; 1= Unsatisfactory. The assessment is given at the beginning of a Teaching internship class

and again near the end of the course.



Benchmark: 80% of students will increase on their rubric scores for the selection of essential content, utilization of effective resources, and the quality of the presentation delivery.

Evaluation of Class Lectures Rubric	Pre	Post
Early Lecture in Semester	3	4
Later Lecture in Semester	4	4
Average (N=3)	3	4

Assessment: Benchmark met. The sample is very small of students who have taught.

Recommendations: No recommendations at this time.

Program Goal 4: Research and Scholarship: Be able to critically analyze and evaluate scholarly research, develop and implement research designs, and produce scholarly reports that disseminate findings to the profession of counseling.

KPI 4.1: Students will increase in their knowledge of models of Program Evaluation and in their ability (skill) to design a program evaluation.

Measures:

1. Program Evaluation Knowledge Test; 20 questions of knowledge of elements of Program Evaluation, 100 possible points. The assessment is given as a pre/posttest in

COUN9375.




Benchmark: 80% of students will increase knowledge of Research Design and Program Evaluation

	Pre	Post
Program Evaluation Knowledge Test (N=2)	Score	
Student 1	65	60
Student 2	65	65

Assessment: Benchmark was not met. Only 2 of 4 students completed the pretest and the posttest.

Recommendation: After evaluating the test, it is believed the test did not accurately match the text being used. A new test will be constructed when the course is offered the next time. The faculty member will develop a method to be sure all students in the course complete the pre and posttest.

2. Rubric of Program Evaluation Assignment: The rubric measures a student's ability to design a program evaluation. The assessment is used to evaluate the Program Evaluation Assignment in COUN9375 on the first draft, and then used again to evaluate the final

product at the end of the course.  Rubric for Program Evaluation Logic Mod

Benchmark: 90% of students will achieve at least a grade of B or greater on the final grading rubric.

Program Evaluation Assignment (N=4)	Frequency	
Achieving a grade of B or better	4	100%

Assessment: The benchmark was met, with 100% of the students scoring a 95% or greater on the Program Evaluation. However, When COUN9375 was offered in 2018, there was not a plan to compare the draft and the final product. This course is being taught in the Summer of 2020, and the measure will be used.

Recommendation: Add a Rubric evaluation of the Draft Program Evaluation.

- **Program Goal 5: Leadership and Advocacy:** Be able to provide leadership and advocacy within the profession and on behalf of its clientele.

KPI 5.1: Increase in ability to prepare and present for 2 professional meetings during the CES program, and in leadership and advocacy skills.

Measures:

1. Advocacy Competencies Self-Assessment (ACSA) Survey: a 30 question survey that measures strengths or growth areas in six advocacy domains: Client/Student Empowerment; Community Collaboration; Public Information; Client/Student Advocacy; Systems Advocacy; and Social/Political Advocacy. The survey is scored on a rubric of

3=Almost Always; 2=Sometimes; and 1=Almost Never.  Advocacy ACSA Survey.pdf

Benchmark: 90% of students will achieve an average score of 2 or greater on the final presentation rubric.

Assessment: The measure for this was not in place during 2018-2019. Students will be measured beginning in the 2020-2021 Academic year.

2. Professional Presentation Rubric: Evaluation is completed by either the participants in the conference, or by 2 attendees who are qualified to evaluate the presentation. The evaluation contains nine questions, with four of the questions directly related to the quality of the presentation, using a Likert scale of 1=poor to 4=excellent. All students are required to complete at least 2 professional presentations during their time in the

program.



Benchmark: 90% of students will achieve a score of 3 or greater on the final presentation rubric.

Presentation Evaluation N=4	Frequency	
Evaluation average of students who presented at professional conferences during 2018-2019	4	100%

Assessment: Four students reported professional presentations during the academic year of 2018-2019. All received evaluations of “excellent” on their evaluations from participants.

Recommendations: No recommendations at this time.

Student Assessments

Supervisor Evaluation

During the 2018-2019 Academic year, 9 students were enrolled in either a Practicum or Internship in the CES Program.

Individual Supervision

Student counselors are required to complete a site supervisor survey at the end of each supervision term. 10 questions. The Evaluation is scored with the following Likert Scale: 4= Very Effective; 3= Effective; 2= Uncertain; 1= Ineffective.

In the year 2018-2019, with 3 supervisors working with students, the average scores on their evaluations was 4= Very Effective.

Student Evaluation of Site Supervisor	Average
The supervisor:	
Demonstrated respect while supporting therapist identity, providing encouragement & challenges.	4
Available and one time	4
Operated with high ethical/professional standards; provided ethical guidance	4
Provided equipping in conceptualization	4
Assisted with treatment plans and therapeutically relevant goals for client	4
Helped me ethically integrate spirituality into my counseling	4
Helped me develop skills that encouraged building community/support network for clients	4
Assisted counselor to be able to conduct effective counseling	4

Helped with development of models and techniques	4
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Assessment: The Counseling Program had 3 supervisors working with students in 2018-2019, with all averages on their evaluations ≥ 4 = Very Effective.

Recommendation: No recommendations at this time.

Evaluation of Group Supervision

Student counselors are required to complete an evaluation of their group supervision at the end of each supervision term. 19 questions; the Evaluation is scored with the following Likert Scale:

1= Strongly Disagree; 2= Disagree; 3=Neutral; 4=Agree; 5= Strongly Agree

Student Evaluation of Site Supervisor	Average
The Group Supervision group and supervisor:	5
Provided useful feedback about my skills and interventions	5
Provided helpful suggestions/information related to treatment interventions	5
Facilitates constructive exploration of ideas/techniques for working with clients	5
Provides helpful information regarding case conceptualization and diagnosis	5
Helps me comprehend and formulate clients' central issues	5
Created a safe environment for group supervision	5
Encourages trainee self-exploration appropriately	5
Enables me to express opinions, questions, concerns about my counseling	5
Is attentive to group dynamics	5
Effectively sets limits, and establishes norms and boundaries for the group	5
Provides helpful leadership for the group	5
Encourages supervisees to provide each other feedback	5
Redirects the discussion when appropriate	5
Manages time well between all group members	5
Provides enough structure in the group supervision.	5
Encouraged the group to apply a distinctly Christian worldview in understanding, interpreting, and integrating Christianity into counseling theories.	5
Encourages sensitivity to a client's spiritual welfare	5

Is able to help the group to identify where God is working in the group	4.5
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Assessment: The Counseling Program had 1 supervision group, with no more than 12 attendees each meeting in 2018-2019. All areas achieved a score of ≥ 5 (Very Effective), with the exception of the last question, which averaged 4.5 (Effective).

Recommendation: No recommendations at this time.

Ph.D. Current Student Survey

Each spring the CES current students are sent a survey to gather data concerning their job rate, pass rate for the NCE, licensure rate, and comments regarding the NOBTS CES Program.



Ph. D. CES Current Student Survey N=13	
Job Rate in the Counseling Field	13
Passed the NCE	10
Obtained Licensure or Provisional Licensure	13

Assessment: 10 Current CES students have passed the NCE. Two have not yet taken the exam, and one is an LCSW (not required to take the NCE).

The Graduate Survey also asks the respondents to rate on a Likert scale of 1 to 4 (Very Well Prepared) how prepared they feel at this time in each of the areas of the CES Program Objectives:

Ph. D. CES Graduate Survey N=9	Average
Counseling	3.9
Supervision	3.5
Teaching	3.4
Research and Scholarship	3.3
Leadership and Advocacy	3.6

Assessment: 100% of the Graduates scored above 3: Well Prepared.

Recommendations: No recommendations at this time.

Program Modifications: No program modifications at this time.

Student Course Evaluations

Students complete course evaluations for each course during the last two weeks of class. These anonymous evaluations are completed independently using the NOBTS Course Evaluation links sent to each student through the Blackboard system. The results of the evaluations are made available to each faculty for the courses they taught within two weeks after the semester ends, as well as to each Division Chair, Academic Dean, and the Provost. Any areas identified as not meeting expectations are noted by the Division Chair and discussed with the faculty member during their Annual Faculty Review with the Division Chair. The student evaluation forms are

one element in evaluation of curriculum and of faculty instruction, and are a factor in

consideration for tenure, step increases, and promotion in rank.

Assessment: No Course Evaluations were received indicating negative scores.

Recommendations: No recommendations at this time.



NOBTS Adult Student Priorities Survey (Noel Levitz)

The NOBTS Adult Student Priorities Survey (Noel Levitz) is sent to all students of NOBTS every spring. All surveys are anonymous.

New Orleans Baptist Theological Seminary -
ASPS Comparison Group Codes - 05/2020

Adult Student Priorities Survey

Institutional Summary Scales: In Order of Importance

Scale	New Orleans Baptist			Associates and Bachelors			Graduate Students			DMin and DEdMin			PhD		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
Instructional Effectiveness	6.54	6.28	0.26	6.56	6.41	0.15	6.53	6.19	0.34	6.66	6.38	0.28	6.61	6.46	0.15
Campus Climate	6.48	6.24	0.24	6.57	6.38	0.19	6.46	6.11	0.35	6.63	6.45	0.18	6.46	6.45	0.01
Academic Advising	6.41	6.07	0.34	6.53	6.22	0.31	6.35	5.90	0.45	6.59	6.31	0.28	6.45	6.40	0.05
Registration Effectiveness	6.41	6.24	0.17	6.49	6.35	0.14	6.41	6.15	0.26	6.53	6.42	0.11	6.26	6.43	-0.17
Service Excellence	6.34	5.96	0.38	6.47	6.22	0.25	6.30	5.79	0.51	6.49	6.05	0.44	6.35	6.36	-0.01
Admissions and Financial Aid	6.33	6.09	0.24	6.50	6.34	0.16	6.32	5.97	0.35	6.43	6.05	0.38	6.07	6.35	-0.28
Safety and Security	6.23	6.33	-0.10	6.32	6.46	-0.14	6.26	6.25	0.01	6.40	6.44	-0.04	5.93	6.47	-0.54
Academic Services	6.21	5.96	0.25	6.30	6.27	0.03	6.22	5.82	0.40	6.34	6.25	0.09	6.00	5.87	0.13

Assessment: Ph. D. students overall indicated they were “Satisfied” in all areas measured. There is not a capacity to single out the rates of counseling program students.

Recommendations: No recommendations at this time.

Summary of Recommendations from 2018-2019 Annual Report

Ph. D. in Counselor Education and Supervision

Program Goal 4: Research and Scholarship: Be able to critically analyze and evaluate scholarly research, develop and implement research designs, and produce scholarly reports that disseminate findings to the profession of counseling.

KPI 4.1: Students will increase in their knowledge of models of Program Evaluation and in their ability (skill) to design a program evaluation.

Measures

- Program Evaluation Knowledge Test
 - **Assessment:** Benchmark was not met. Only 2 of 4 students completed the pretest and the posttest.
 - **Recommendation:** After evaluating the test, it is believed the test did not accurately match the text being used. A new test will be constructed when the course is offered the next time. The faculty member will develop a method to be sure all students in the course complete the pre and posttest.
- 2. Rubric of Program Evaluation Assignment
 - **Assessment:** The benchmark was met, with 100% of the students scoring a 95% or greater on the Program Evaluation. However, When COUN9375 was offered in 2018, there was not a plan to compare the draft and the final product. This course is being taught in the Summer of 2020, and the measure will be used.
 - **Recommendation:** Add a Rubric evaluation of the Draft Program Evaluation.

Program Goal 5: Leadership and Advocacy: Be able to provide leadership and advocacy within the profession and on behalf of its clientele.

KPI 5.1: Increase in ability to prepare and present for 2 professional meetings during the CES program, and in leadership and advocacy skills.

Measures:

1. Advocacy Competencies Self-Assessment (ACSA) Survey:

Assessment: The measure for this was not in place during 2018-2019.

Recommendation: Students will be measured beginning in the 2020-2021 Academic year.